

Pupil premium review 2020/21

1. Summary information					
School	St. Paul's Catholic Secondary School				
Academic Year	2020/21	Total PP budget (estimated Sept 2019)	£221,000	Date of most recent PP Review	April 21
Total number of pupils	1386	Number of pupils eligible for PP	224		
2. Attainment 2019/20					
(Teacher Accessed Grades)			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 (TAG) score average			0	+0.5	
Attainment 8 (TAG) score average			4.1	5.5	
Basics 5+ inc Eng and Maths (CAG)			28.9%	60.8%	
Basics 4+ inc Eng and Maths (CAG)			57.9%	79.7%	
.Ebacc +`Element (TAG)			-0.6	0.3	
Maths Element (TAG)			-0.2	0.4	
English Element (TAG)			-0.2	0.4	
Open Element (TAG)			0.7	0.8	
LPA Progress 8 score average (TAG)			-0.3 (17 PP students)	0.5 (25 students)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	Lower prior attaining Disadvantaged (DA) students making less progress than other groups of students (both DA and Non-DA).				

B.	DA students often lack the self-regulation strategies to manage their workload and require extra guidance and support.
C.	Poor attitudes to learning can manifest in poor learning behaviour in and out of school
Additional barriers	
D.	Persistent Absenteeism is higher amongst PP students than against Non PP students.
E.	Families that are reluctant to engage with school are more likely to have children who make very poor progress.
4. Intended outcomes	
A.	Lower prior attaining Disadvantaged (DA) students make less progress than other groups of students (both DA and Non-DA) therefore a reduction in the gap between DA and NON DA students.
B.	Improved levels of engagement from DA students within lessons so that they are skilled in independent and self-regulating learning strategies
C.	Improved learning behaviours among DA students so that the levels of active participation will increase.
D.	Increased attendance rates for pupils eligible for DA.
Success criteria	
	<p>I Success will be defined by diminishing the difference between DA and non-DA progress in the school, particularly with the lowest attaining students on entry.</p> <p>We are aiming for the P8 and A8 gap in school to reduce overall whilst maintaining significantly positive figures for all students.</p>
	I Fewer consequence points awarded in lessons and greater impact of revision evident through outcomes upon in school testing and external examinations.
	Reduced numbers of low and high level behaviour incidents logged and an increase in attainment/progress. Reduction in the proportion of DA students receiving sanctions at all levels.
	I Increased attendance at school among DA students, to be more in line with the whole school attendance figures and the target of 96%

E.	Increase engagement with families, particularly with key groups who have historically been the most difficult to engage.	<p>attendance overall. The DA target for this year is 94% to ensure the gap is closing.</p> <p>Increased attendance as above. Improved in-school gap in progress and attainment. See above for target.</p> <p>Softer targets to include more positive relationships between school and family, families seeing school as a positive place and increased support and attendance rates at key events such as Parents' Evenings.</p>
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5. Review of expenditure

Previous Academic Year

2020/21

i. Quality of teaching for all

Action	Intended outcome	Impact:	Lessons learned	Are we continuing with the strategy?
To create a 'Build back better' curriculum Intent and Implementation that is fit for purpose to deliver a broad and balanced curriculum (£5,000 staff time and CPD)	Ensure that this impacts the progress of PP students	Curriculum sequencing adapted to cater for remote learning needs. Essential knowledge and skills identified for recovery programme. Online learning resources provided post lockdown to support disadvantaged and areas of missed learning so that lessons continued to cover the full curriculum. Student and staff voice responded to by subject areas and assessments planned to identify areas for re-teach. Engagement levels monitored weekly by subject leads and support provided for relevant students. Academic monitoring targeted students who were underachieving with QA reporting increased levels of confidence and assessment understanding	Resources produced to support BBB can be adapted and used to support learning as students can now access these at home. Feedback to students in order to progress was challenging and needs to focus on making learning visible to all- communication skills were not as developed as previous years as students were not always able to articulate next steps.	Partly – build on CPD and whole-school focus on assessment and feedback methods that focus on language development and support with reading intervention to increase student confidence with learning.
QA to monitor implementation of Teaching and Learning protocols (£6,000 staff time)	Ensure that teaching staff are delivering consistently high quality learning experiences that secure progress to all students	QA carried out with full subject reviews in half term 2 and 3. HOFs and HODS equipped with detailed knowledge of staff development needs and PM target setting and coaching based on this to improve lesson experiences and identify CPD. TLC provided coaching support based on findings and staff requests. Progress data tbc	Lessons delivered during remote learning appealed to less confident students and allowed for more ambitious intent. Teachers now need to use these resources to enhance the school-based experience to further support disadvantaged learners.	QA will continue to monitor T&L as we focus on language acquisition and retention- the aim will be assessment capable learners

Regular training and reinforcement of Visible Learning approaches and evidence-based learning strategies (£6,500 CPD implementation)	QFT is understood to be meeting the needs of <i>all</i> students rather than misdiagnosis based on labelled groups	Specific strategies shared throughout the year (weekly tips, half termly coaching, CPD) by the TLC. Survey carried out to ascertain staff needs and responded to by the focus of the training. QA revealed a better understanding of effective teaching strategies but still a weakness in students being clear on 'next steps'	Key focus is to separate the socio-economic need of a PP student from the learning need. Whole-school focus on 'language for learning' and met-cognitive strategies can be applied to all learners.	Yes – but shift the focus to developing assessment capable learners in order to make effective use of feedback
To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways staffing (£12,000)	Students are given opportunities to access an appropriate curriculum and gain a range of vocationally related skills to help to prepare for Level 3 study.	Students who accessed the future pathways curriculum all secured Level 2/3 courses post 16 and accessed a curriculum that enabled them to progress to FE feeling secure and confident in their course choices and equipped to manage further study.	Key focus is to ensure that PP students who do access the future pathways curriculum are offered WP opportunities to enable them to aspire to HE after FE and to ensure that courses selected post 16 offer the opportunity to secure HE progression where appropriate.	Yes – but shift the focus to HE as a progression route.

ii. Targeted support

Action	Intended outcome	Impact:	Lessons learned	Are we continuing with the strategy?
Review and refine curriculum offer (No cost)	Curriculum need to be broad and balanced for all learners – incl a review of 2 yr KS3 and 3 yr KS4 to ensure curriculum meets all requirements	All subject leaders have mapped their curriculum offer in line with NC requirements to ensure any gaps are addressed (KS3) and caters for the needs of all learners. KS4 offer includes three new courses – BTEC Fashion, BTEC Digital IT, GCSE Photography to increase breadth of subject area.	Uptake of PP students to EBACC still low (7/73) so further guidance needed to ensure curriculum is aspirational for all.	Yes – continue to engage PP and parents with curriculum offers and next steps. Ensure that PP students are successful in KS3 learning so they are confident in their learning of these subjects.
Alternate provision funding secured to ensure a range of pathways are accessed for PP learners. A greater range of pathways are explored such as Apprenticeship access and support through ASK. (£55 000)	For disadvantaged learners to follow a vocational route to secure improved end of Key Stage 4 attainment and progress and to measure the appropriateness of Post 16 choices.	Currently, the PP learners who are accessing/have accessed alternate provision in 2019/20 are progressing and attending well. Courses are chosen to suit needs/aspirations. All learners have retained a connection with school and are visited weekly by the lead on AP. Post 16 applications were submitted on time with full personal statements and all PP learners have secured Post 16 choices.	Apprenticeship access has remained low for current Year 11 PP students accessing AP. Greater focus and support required on seeking apprenticeships and preparing for interview. Current AP students in Years 9 and 10 targeted to ensure that regular support, advice and guidance is offered by CIAG to support progression to employment based learning.	Yes. The current strategy has remained successful in ensuring that no NEETS are found within this cohort. Moving forward, planning is underway to provide 'on site AP' in Years 7 and 8 to ensure that any disengagement is captured early (low attendance, poor behaviour, low attainment) and intervention is implemented to ensure that the curriculum is accessible and meets the needs for all.

<p>Identified students appropriately referred to Faith in Families services, mentors, early help, Barnardos health shop and a range of other internal and external services. (£27 000)</p>	<p>Improved attendance, attainment and achievement. Ability to deal with very complex needs of individual pupils addressed by specialist staff.</p>	<p>Through lockdown, services were used effectively and accessed by students. School home visits were also extensively implemented to safeguard students and to identify the needs for further layers of support.</p>	<p>Due to a 'decline in the mental well being of the most vulnerable' extra internal support identified as a priority need in the form of extra time allocated to Faith in families. Academic mentor considered as a priority need for students in Years 9 and 10 who have experienced a 'learning decay' as a result of lockdown.</p>	<p>Yes. Support networks of specially trained professional to deal with the increasingly complex needs of students are crucial in providing education and strategies for students to access their learning and to build aspiration and motivation amongst the most vulnerable.</p>
<p>Continuation of employment for Assistant Progress Leaders who have a specific responsibility for PP students (£9000)</p>	<p>Improved attainment and achievement. Reduced negative behaviour points and detentions</p>	<p>Targeted intervention work has included weekly meetings, close monitoring of behaviour and reward structures built in by APL's to maintain motivation and progress. Vulnerable students accessing AP fell in 2019/20 prior to lockdown as the strategies proved successful. During lockdown, engagement by targeted PP students improved from average 15% engagement of online learning to 80% average engagement due to the targeted support implemented.</p>	<p>Continue with the approach. Earlier identification of students with a flexible approach throughout the year has proven successful and APL's to take a lead role in Pastoral meetings to share good practice.PL's to monitor and LM APL's carefully measuring the impact through QA and Year group Improvement plans. . APL's to continue to support</p>	<p>Greater focus on the KPI's and measuring the impact of interventions and support work with students by progress Leaders.</p>

<p>All PP students in Years 10 and 11 to receive CIAG external Level 6 meetings (£5000)</p>	<p>0% Neets</p>	<p>All PP year 10 students have received at least 2 appointments from internal careers advisor to focus on aspiration and attainment. Due to lockdown, level 6 meetings postponed to 2021/21. All Year 11 PP students met with external CIAG, focused one to one support through the application process for Post 16. Currently, all PP students in Year 11 have been accepted onto a Post 16 course at levels 2 and 3.</p>	<p>Earlier intervention required. Careers education must form an integral part of school life for all students from Year 7. The following strategies must be implemented in 2020/21:</p> <ul style="list-style-type: none"> • All PP students to have enrolled on Unifrog and complete regular tasks to widen participation in careers sector. • All students are provided with opportunities learn about a range of careers in subject areas. • All students in KS4 are provided with interview practice /CV building and application writing instruction. • All careers instruction is QA each term through compass. 	<p>Yes. Careers instruction/exposure and education is integral to the wider aspiration and success of all students. PP students who are at risk of being classified as a NEET will receive termly meetings from Year 7 with a careers advisor in a small group environment.</p>
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Additional Pastoral Support to engage families, parents and carers through positive reward and connection. (£1000)	Engagement of parents and families in home learning	PP students engaged in home learning successfully. Initially, during lockdown March 2020, Show MY Homework showed engagement of PP students at 35%. Lockdown Jan 2021 – March 2021, PP learners engaged improved to 85% of all learners accessing online learning. Pastoral Support drove engagement with daily phone calls to parents to update and through regular contact with students.	Pastoral support noted that a significant number of families felt unsure and ill equipped to support their children at home. In face to face teaching, regular contact with practical tips, help and support to be offered to those most in need.	Yes. Bespoke approaches based on the needs of students and parents.
Other Approaches: School budget to top up FSM + Breakfast Club (£16000)	Improved punctuality to school, improved attendance rates.	Current restrictions prevented 'Breakfast Club' from taking place due to year group mixing. Break snacks made available to PP students in place of this. 32% take up.	Based on previous years use of this strategy and the reported connection between (in some cases) poverty and hunger and students' well being central to our strategy, we will be continuing with this approach.	Continuation as soon as restrictions are lifted.

Allocation of funding to include a dedicated Attendance Officer to reduce Persistent absenteeism (£2 000)	Improved attendance rates. For PP students with rates of lower than 90%	PP students classed as vulnerable show low attendance rates due to being invited into school during lockdowns – non -attenders were C coded which has affected their attendance rates. During face to face periods however PA rates have decreased amongst PP students showing an increase, on average of 15% attendance due to targeted support.	PA students found to have multiple issues leading to non attendance. Personalised knowledge of individual students and a specific pastoral worker to target improved attendance has proven effective and will be continued as part of the attendance strategy.	Yes
Utilise funding to target widening participation visits to Universities to increase aspiration (£5000)	Disadvantaged students are motivated to have higher aspirations to improve outcomes at KS4 leading to level 3 study at post 16.	Due to covid restrictions WP visits were suspended during 2019/20	Use of university online/remote opportunities to be implemented as part of the careers and wider aspirations approaches to enable targeted students access to higher education information, activities and financial support information.	Yes

World of work week (£5000)	Year 10 disadvantaged students gain access to a number of professions to build qualities and employment skills preparing them for the World of Work.	<p>Due to Covid restrictions around gathering in public places in groups of no more than 6, WOW week cancelled.</p> <p>Two days of work related learning planned for July 1st/2nd 2021.</p>		
PP Choice Spending (£26 000)	Students have the correct equipment, uniform, have access to extra-curricular trips and are able to contribute to the wider school community equitably with Non PP students.	<p>Analysis of PP choice spending shows that funding was utilised in the following three main ways:</p> <ul style="list-style-type: none"> • Deposit for a laptop to enable students to access home learning • Uniform and equipment • Revision guides and materials 	Progress leaders targeted families during lockdown with high amounts of PP choice remaining to suggest ways to support learning and the equipment that could be purchased. Parent voice shows that the targeted support was 'helpful' in that they were able to provide support to their children in the form of printers, paper and tech, This improved	Yes. The support offered to students to provide flexibility and choice enables students and families to base their spend according to need.

			engagement of parents and students.	
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Glossary

- DA Disadvantaged
- PP Pupil Premium
- PA Persistent Absentee (attendance below 95%)
- LPA Low Prior Attainer
- MPA Middle Prior Attainers
- HPA High Prior Attainers
- VCM Vulnerable Child Meeting
- TAG Teacher accessed grades

